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Resocializing values of sport

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Summary

In the era of dynamic civilization changes, new pathological phenomena appear - alcoholism, drug addiction, demoralization and crime of children and youth, whose intensification is becoming one of the most serious threats to social life. The consequence of destructive phenomena is the changing model of upbringing, which is a natural response to the phenomenon of social maladjustment accompanying these changes together with the aggressive behavior. In the educational process, referring to the return of the student to the proper paths of social existence, sports activity plays an important role. It shapes the active lifestyle, affects the destruction of aggressive behavior, teaches fair play, honesty in personal life, cooperation and a friendly attitude towards other people. Research experiment carried out by many pedagogues shows that sport enables socially maladjusted people to fulfill different social roles, develops responsibility for entrusted tasks and opens the way to a normal life.

Key words: sport, social maladjustment, counteracting aggression

Introduction

From the ontological point of view, the problem of social maladjustment remains in the circle of researchers' interest from the beginning of the history of thinking about upbringing, and is becoming the subject of interest of representatives of pedagogy, psychology, law, sociology and physical education. The etiology of social maladjustment is multilateral and conditioned by various biological, psychological and environmental factors. Therefore, in the process of resocialisation it is difficult to indicate a clear determinant of this phenomenon, because a significant number of negative factors shaping a given personality can cause many developmental irregularities that are the cause of social maladjustment. According to O. Lipkowski, the contextual conditions of social maladjustment are characterized by a considerable degree of dissimilarity and difficulties, because depending on the reason, there are various symptoms, beliefs, forms of behavior, as well as motivations regarding attitudes contrary to social norms [1]. In determining the causes and mechanisms of social maladjustment, J. Konopnicki considered three groups of factors:

- causes resulting from the family environment - cultural and economic conditions, mutual relationship of parents, parents' relations with the child,
- causes resulting from the school environment - the teacher's / child's relationship with each other, relations with school peers, school failures,
- biological factors - referring to the influence of the mother and a number of exogenous factors on the child's development during pregnancy [2].

The threat of social maladjustment and full social maladjustment pose an important educational problem, requiring discussion, establishing strategies to prevent social maladjustment and seeking new or improving existing solutions regarding method of reeducation. In the above considerations, much attention is paid to creating an educational environment with a significant emotional potential together with the possibilities of modifying certain behaviors, i.e. the most numerous in various forms of sports and recreational activities [3,4]. In this context, many theoreticians and practitioners believe that sport is an important tool in the rehabilitation process as an extremely effective tool for preventive and therapeutic interventions for socially maladjusted people.

Education through sport in the context of resocialization and counteracting aggression

Sporting activity, which is the subject of considerable interest of young people staying in resocialization centers, correctional and penal institutions, opens up the perspective for the wards to be included in the trend of constructive social life [5,6]. This potential has been

repeatedly verified for several decades using scientific research carried out in the quantitative and qualitative dimension. In many cases, a research conclusion, a statistically significant relationship was found, claiming that the wards active in sports are characterized by a lower degree of maladjustment compared to their peers not participating in this form of activity. Particularly noteworthy are the thesis of T. R. Collingwood, an American scholar specializing in resocialization through sport. Affirming the preventive and therapeutic values of sport, he associated their effectiveness with the possibility of affecting certain behavioral dysfunctions, to which he included:

[...] lack of life skills (such as setting goals, especially long-term ones, and lack of skills necessary to move around the world, especially in the area of interpersonal contacts), lack of appropriate values (respect for other people, responsibility and personal discipline), insufficient socialization (not getting into being a part of society, lack of awareness of civic duties) and underestimating a healthy lifestyle [7].

In T. Collingwood's concept, sporting activity is a unique tool in the process of upbringing, because it is extremely effective in penetrating many areas of dysfunctional wards and eliminates risk factors occurring in the process of resocialization. He presented the effectiveness of this process as a schematic of interrelated and following activities and educational achievements. The chain illustrating the positive consequences of increased sports activity in the field of resocialization includes 7 segments: 1. a healthy lifestyle; 2. high physical fitness; 3. faith in one's own strength; 4. greater discipline and self-control; 5. ability to set goals and life plans; 6. greater responsibility for yourself and others; 7. readiness to solve everyday problems [8].

The positive signs of resocialization through sport, which are directly related to the increase in socialization of juveniles, were referred to by T. Maszczak, who indicated the elimination of emotional tensions characteristic of neurotic states, strengthening internal control mechanisms, developing the ability to predict their own actions, improving self-control processes [9,10]. According to O. Lipkowski, sports exercises together with competition motivate to obtain better results, shape discipline, teach skills of cooperation and mutual assistance in individual exercises and team games. The indicated activity is of great importance for achieving physical fitness, strengthening of health, and is also an important factor in the modification of behaviors of neurotic, restless and hyperactive children with environmental disturbances. In fact, O. Lipkowski in physical activity noticed the possibility of shaping courage, self-confidence and perseverance, also emphasizing the importance of recreational forms of physical activity (trips, camps, inter-school games) in mastering the sense of isolation,

prevailing in closed institutions [1]. Identifying the universal values of physical activity with the process of personality modification in order to fully integrate the ward into a social community. W. Skoczylas pointed to a wide range of sports activities in resocialization education. In addition to the sports function, which he attributed to the utilitarian, recreational and defense qualities, he considered the most important:

- resocialization function, referring to the basic assumptions of education and reeducation of socially maladjusted people,
- an anticipatory function that develops the ability to predict the consequences of your own deeds,
- auto-education function, striving for participation of the wards in their own development,
- a psychotherapeutic function, profiling the range of interactions depending on different mental types,
- humanistic function, referring to respect for the dignity and personal aspirations of the wards,
- a prospective function that ensures the durability of acquired skills in sporting activities, facilitating adaptation to difficult conditions,
- an intellectual function that helps the ward in understanding himself and the surrounding reality [11].

T. Maszczak points out that the rehabilitation functions of physical activity have been the subject of many researchers' research interest. Among other things, as a result of the pedagogical experiment conducted, T. Reizner concluded that the behavior based on psychomotor activity reduces the level of aggression, affects the socialization of charges and also changes the interpersonal relations in the group. The above studies confirm the importance of physical activity in reducing the criminal subculture (the so-called "rule of the second life"), commonly occurring in the everyday existence of social rehabilitation centers [4,9].

In reference to the concepts treating sport and recreation as a method shaping personality and stimulating developmental processes of charges, one cannot overlook the views of M. Konopczyński, who put sport activity into his own concept of creative resocialization. The educational values of sport are identified with the shaping of mental resistance, the acquisition of the ability to lose in a sport fight, or the pursuit of positive behavior patterns of a participant in a sports spectacle, free from chauvinism and intolerance. In the indicated process, a special role is attributed to educators in shaping pro-health and pro-health attitudes, writing that:

[...] the role of the reintegrating educator through sporting activity is to introduce the ward in the rope of knowledge about health, showing him the value of the human body [12].

He also points to the negative aspects of the functioning of sports activities in resocialization, which can be manifested by group domination, subordination to inappropriate authority, social rejection of inefficient, shy people, showing reluctance to exercise. M. Konopczyński distinguishes the educational potential of physical activity by combining physical content with knowledge of various teaching subjects (Polish, mathematics, physics, biology, technical classes) and learning basic life skills and principles of effective action [12].

Sports activities are often used as a resocialization method in the work of educators, probation officers and preventive activities carried out by youth educational and resocialization centers. An important role in the rehabilitation process is played by other forms of broadly defined physical culture, which include pedestrian and bicycle tourism, which, in addition to health and recreation values, relate to cognitive and educational values to a large extent. In his scientific achievements, T. Maszczak clearly stressed that the negative behaviors of young people exhibiting educational difficulties - constant escapes, travel mania, searching for new impressions and striving for life changes - can become constructive and moralizing thanks to wandering and trips [9].

In the author's conclusion on the social rehabilitation role of sport in work with socially maladjusted youth, S. Sikora presented several insights resulting from his educational practice:

- he pointed to the unconditional necessity of participating in socially maladjusted people in organized sports activities,
- in sporting activity, he noticed the practical area of revalidation interactions referring to overcoming their own weaknesses, shaping the personality features of a socially maladjusted ward and acceptance of appropriate social standards and norms,
- in the work with socially maladjusted wards, he attributed greater value to group activities (team sports) from individual forms of sport activity [13].

However, American researchers D. Purdy, S. Richard based on their own experience and observation of socially maladjusted youth said that people from this group actively doing sports:

- to a greater extent accept the rules and norms of behavior existing in a given social group,
- they have relatively little unstructured free time that they could spend on criminal activities,
- they are more inclined to postpone gratuities, that is, resignation from ad hoc profit for future, potentially more significant benefits,

- in most cases they recognize the authority of an authentic (true) parent, teacher, trainer or school authorities,

- they more often abandon the criminal's label for the label of an athlete, thus confirming the important role of sport in preventing crime [14].

The obvious fact is that a significant role in the process of resocialisation by sport is attributed to the educator who, together with the wards, creates a system of mutual interactions. Many experts indicate that it is educators who support the development of an individual and group in the process of education through sport and decide about the specific climate of sports and recreational activities and affect the work of the educator, measured in "units" of their own and shared satisfaction [9].

The aforementioned American rehabilitation pedagogue T.R. Collingwood emphasizes that programs in the field of sports education, currently implemented on a large scale, can compensate for many social and educational deficits of youth at risk. Empirical experience in this area has shown that the use of organized programs in the field of sports education positively affects the elimination of risk factors in adolescents threatened by social maladjustment. Such values include higher self-acceptance, better well-being, increased acquisition of "life skills", proper goal setting and planning, and minimization of depression and anxiety. However, in juveniles staying in closed establishments, programs promoting sport and its values positively influenced pro-health attitudes (reducing the use of psychoactive substances) and social (reduction of criminal behaviors) [8].

To somewhat different conclusions convinces A. Jaworska, who examined the basic dimensions of personality (neuroticism, extroversion-introversion, psychoticism, lie scale) depending on the level of sports activity in the group of men staying in prisons. The author claims that the level of involvement in sports activities (low, moderate, intense) does not correlate with the occurrence of antisocial behavior, pointing to their constant propensity to crime in all groups of respondents. However, in conclusion she points to slight personality differences between the respondents, believing that men serving a prison sentence with significant sports activity are characterized by higher emotional stability, less inclination to anxiety, dissatisfaction and anarchisation of emotional reactions [15]. Many theories and research work confirm the fact that sports activity in penitentiary activity reduces the level of aggression in people of different ages. On the basis of his own long experience D. Umiastowska indicates that sport activity eliminates aggressive behavior, because it allows control of environmental influences, improves the skills of controlling one's body, creates optimal conditions for better interpersonal contacts and efficient cooperation in a team, as well as

teaches independence, responsibility and respect for other people [16]. However, R. Poklek in the search for the impact of practising various forms of sport on aggressive behavior among prisoners in closed and semi-open facilities showed that the most beneficial in the process of prison rehabilitation are team games and selected individual sports (tennis, badminton, gymnastics, athletics). On the other hand, prisoners whose manifestation of sports activities are only strength exercises are characterized by a high degree of aggression and a low level of self-control. He emphasizes the necessity of using multilateral forms of sports activity in prison rehabilitation, because the mentioned relationship between the formation of strength and the level of aggression disappears in the situation of taking other forms of activity, especially team games [17]. An analogous thesis was presented by P. Łapiński who, in search of a connection between physical activity and socialization of juvenile prisoners, noted that individuals practicing sport systematically show lower levels of aggression towards their inmates and educators, and indicate a smaller percentage of body self-injury and suicide attempts [18]. It seems that the educational qualities of team games in the process of resocialisation result from situations in which, apart from strict compliance with regulations, they commit to expression, determination and independence, purposeful and planned action and team-working skills. On the basis of pro-social references, having praxeological references, positive relations are formed, which include: companionship, competition in the spirit of fair play, unity of goals, aspirations and interests.

Summary

Bearing in mind the above arguments, we have to agree with the generally accepted belief that systematic sports activity attracts attention and eliminates the inclinations of socially maladjusted people to destructive activities, going beyond the accepted socio-moral norms, while improving the active and socially useful forms of spending free time in their own environment. Not without significance in the process of resocialization is the formation in socially maladjusted people acceptable attitude to the value of sport, which can contribute to a greater interest in the surrounding world along with socially beneficial activities of the ward. It should also be remembered that in this area of education, the distance from the assumed educational objectives to their accomplishment in the form of final results, in many situations, may remain only in the area of plans and unfulfilled pedagogical visions [19].

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